DOCUMENT RESUME

ED 351 608 CE 062 524

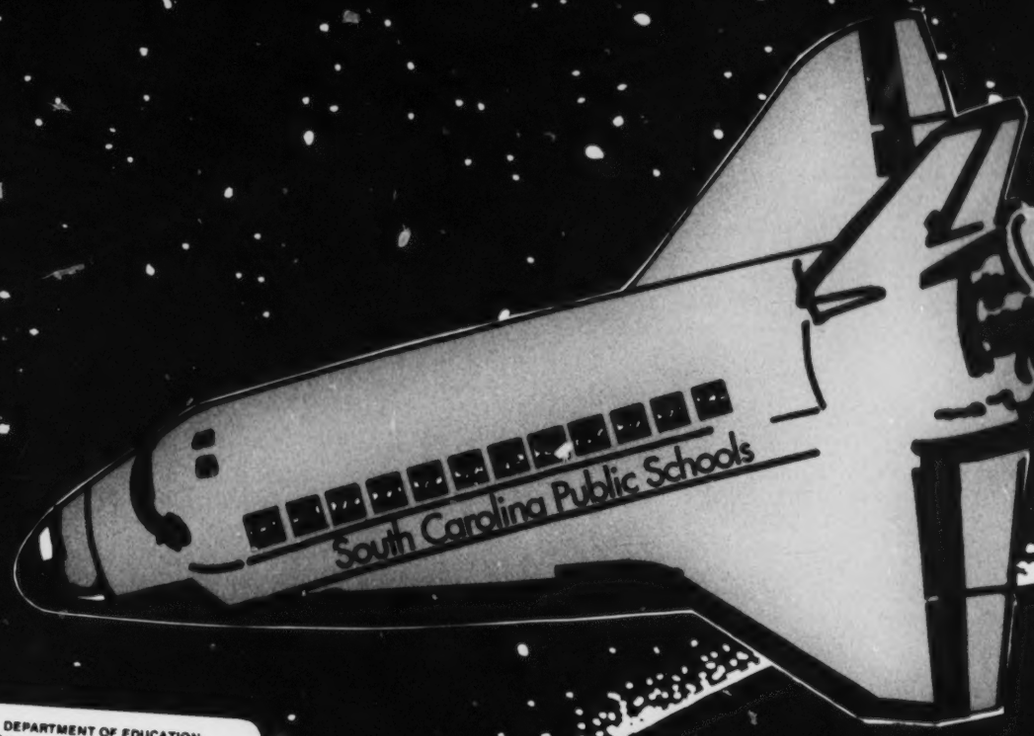
| | |
|---|---|
| TITLE | The South Carolina Comprehensive Career Development Program for Grades K-12. |
| INSTITUTION | South Carolina State Dept. of Education, Columbia. |
| PUB DATE | Aug 92 |
| NOTE | 153p.; Updates ED 310 232. |
| PUB TYPE | Guides - Classroom Use - Teaching Guides (For Teacher) (052) |
| EDRS PRICE | MF01/PC07 Plus Postage. |
| DESCRIPTORS | *Behavioral Objectives; Career Choice; *Career Development; *Career Education; *Career Exploration; Community Resources; Competence; Competency Based Education; Counselor Role; *Course Content; Curriculum Development; Educational Planning; Educational Resources; Elementary Secondary Education; Learning Activities; Occupational Information; Parent Role; State Curriculum Guides; Statewide Planning; Teacher Role; Vocational Education |
| IDENTIFIERS | National Career Development Guidelines; *South Carolina |

ABSTRACT

This document presents a model Comprehensive Career Development Program for grades K-12 developed for the state of South Carolina. The model provides the framework for local school districts to evolve a program that will meet the specific career development needs for their district's students. The model is planned to organize, expand, and extend competency-based career development strategies, activities, and experiences in order to assist students in making realistic career goal plans and apprise them of how to use the public school's curriculum and experiences to further their career goals. The program is presented in the following format for grade levels K-3, 4-5, 6-9, and 10-12: (1) an overview describing characteristics and needs of students regarding career development; (2) stated career development objectives; and (3) competency-based planned activities involving counselors, teachers, parents, community, and administrators. Five appendixes provide the following: a sample student needs assessment survey for career exploration in middle and junior high schools; a curriculum plan for high schools; a list of occupational education programs in six areas (agriculture, business, health occupations, home economics, marketing, and trade and industrial education); a list of nonoccupational education programs (consumer and homemaking, industrial technology, prevocational education, and mechanical drawing) and applied and related courses (applied biology or chemistry, communications for the workplace, mathematics for the technologies, and physics for the technologies); and a list of four curriculum resource guides and six videotapes on careers. (KC)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED351608




"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H Cole

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE 062 524

# COMPREHENSIVE CAREER DEVELOPMENT PROGRAM

THE SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

BEST COPY AVAILABLE

# THE SOUTH CAROLINA COMPREHENSIVE CAREER DEVELOPMENT PROGRAM FOR GRADES K - 12


**Dr. Barbara Stock Nielsen, State Superintendent**
**South Carolina Department Of Education**

**Dr. Nancy Cassity Dunlap, Senior Executive Assistant**
**Division of Collaboration**

**Dr. Anne L. Matthews, Director**
**Office of Occupational Education**



**The South Carolina Department of Education does not discriminate on the basis of race, color, national origin, sex or handicap in admission to, treatment in or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to Personnel Director, 1429 Senate Street, Columbia, SC 29201, (803) 734-8505.**



**August 1992**

## TABLE OF CONTENTS


Acknowledgments . . . . . iii
Mission of the State Department of Education . . . . . iv
Purpose of the Comprehensive Career Development Program . . . . . v
Fifth Basic Skill . . . . . vi
Comprehensive Career Development Program . . . . . vii
Career Development . . . . . 1
National Career Development Guidelines . . . . . 2
Administrator's Role . . . . . 6
Counselor's Role . . . . . 7
Faculty's/Staff's Role . . . . . 8
Parent's Role . . . . . 9
Community's Role . . . . . 10
Format . . . . . 11
K- 3 . . . . . 13
4- 5 . . . . . 27
6- 9 . . . . . 36
10-12 . . . . . 52

APPENDIXES

I. Student Needs Assessment - Middle/Junior High School . . . . . 64
II. Planning a High School Curriculum . . . . . 65
III. Occupational Education Programs . . . . . 66
IV. Nonoccupational Education Programs and Applied/Related Courses . . . . . 67
V. Resources . . . . . 68

## ACKNOWLEDGMENTS

The South Carolina Comprehensive Career Development Program Steering Committee wishes to acknowledge the assistance and support of the following persons, agencies, and publications which have made this document possible.

### LEADERSHIP TEAM

Ms. Carol Brooks
Counselor
Lonnie B. Nelson Elementary
Columbia, South Carolina

Dr. Belva High
Associate Professor of Education
Francis Marion University
Florence, South Carolina

Dr. Walter Bailey
Professor, Educational Psychology
University of South Carolina
Columbia, South Carolina

Mr. Daren Hutchinson
Counselor
Dillon High School
Dillon, South Carolina

Ms. Priscilla Hutchinson
Primary Counselor
East Elementary
Dillon, South Carolina

Mr. Robert Johnson
Guidance Counselor
Walhalla High School
Walhalla, South Carolina

Ms. Linda Lee
Occupational Guidance Counselor
Marlboro Career Center
Bennettsville, South Carolina

Ms. Lillian Simpson
Guidance Consultant
Greenville County Schools
Greenville, South Carolina

Ms. Melanee Williams
Guidance Consultant
Charleston County Schools
Charleston, South Carolina

### PRODUCTION OF PROGRAM GUIDE

Technical Assistance and Support
S. C. Occupational Information Coordinating
Committee: Carol Kososki, Director

### PREPARED BY

Ms. Lynne Hufziger, Career Education Associate
S. C. State Department of Education
Office of Occupational Education
Columbia, South Carolina

Thanks to Wilma Cupstid, Margaret Mack, Linda Gordon, and Amy McCaskill.


### REFERENCES


Designing Careers
Rogala, J., and Lambert, R. (1992)
Developmental Guidance Classroom
and Small Group Activities
Madison, WI: Vocational Studies Center
National Career Development Guidelines (1992)
National Occupational Information Coordinating Committee
Washington, D.C. (1991)
Opening All Options (1984)
Ohio Department of Education, Ohio Middle School
Gysbers, N., et al. (1990)

## EQUITY AND EXCELLENCE:
## FULFILLING THE MISSION

"The mission of the South Carolina Department of Education is to create a vision of what schools can be. Our major focus is to provide the leadership and services needed to achieve educational equity and excellence for the people of South Carolina without regard for creed, race, sex, age, disability, or economic circumstance."

*Dr. Barbara Stock Nielsen*
*State Superintendent of Education*

## COMPREHENSIVE CAREER DEVELOPMENT PROGRAM

### PURPOSE

The primary purpose of this project is to present a model Comprehensive Career Development Program for grades K-12. This model will provide the framework for local districts to evolve a program which will meet the specific career development needs for their district's students. It is the intent of this model program to organize, expand and extend competency-based career development strategies, activities and experiences in order to assist students in making realistic career goal plans and apprise them of how to use the public school's curriculum and experiences to further their career goals.

Career Development (pre K-12) helps all students by:

. . . enabling them to set realistic career goals.
. . . encouraging the development of positive work habits and attitudes.
. . . providing opportunities to become aware of their individual abilities, interests, and aptitudes.
. . . providing activities which will involve problem-solving and which will develop decision-making skills.
. . . encouraging them to consider careers which are in concert with their interests, aptitudes, and abilities regardless of gender.
. . . showing the need to develop academic skills which are essential to successful employment.
. . . deepening an awareness of the dignity of all work.
. . . expanding their knowledge of educational and skill training available through the school curriculum and beyond graduation.
. . . making school subjects and other learning experiences relevant to their present lives and to their future career goals.
. . . encouraging them to develop positive attitudes toward work.

*"We'll reach the pinnacle of excellence when teachers, principals, parents, and the community come together to address educational needs unique to their children."*

*Carroll A. Campbell, Jr.*
*Governor of South Carolina*

## THE FIFTH BASIC SKILL

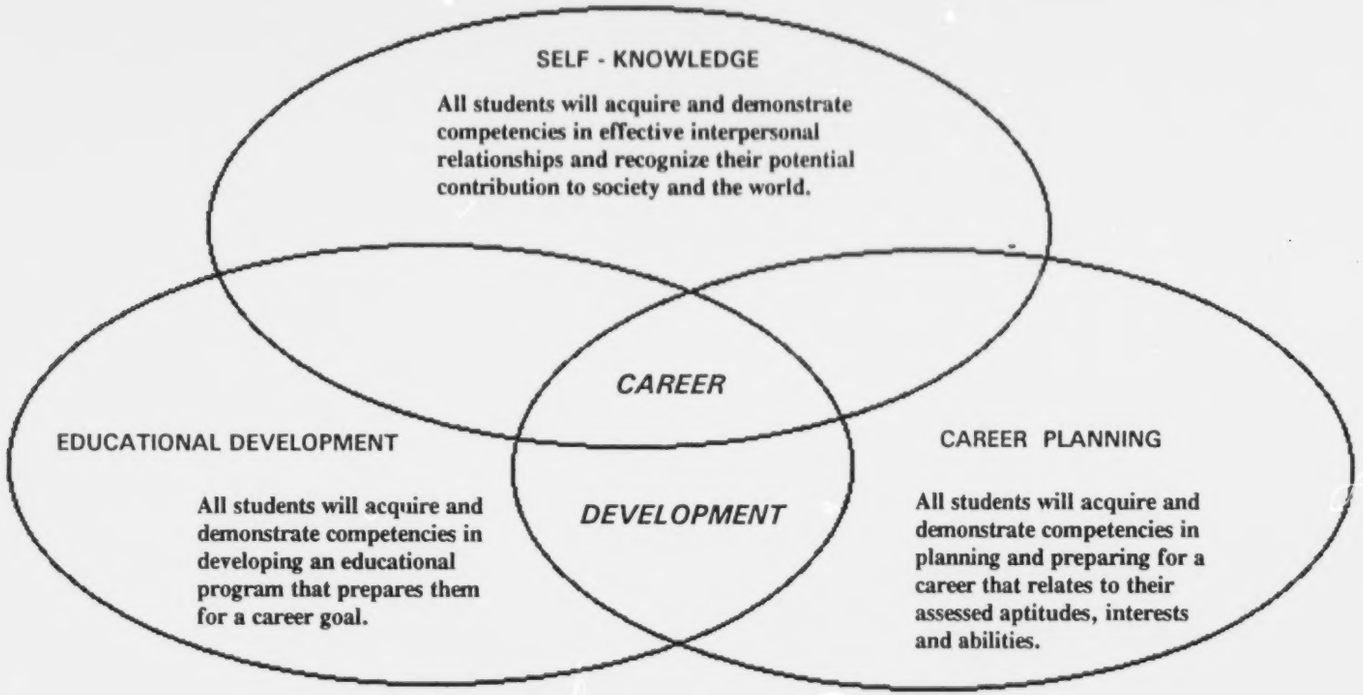
Education opportunities for all students are made available through the public school curriculum with the core areas of learning identified as the Basic Skills. These four basic skills are identified as Language Arts, Mathematics, Social Studies, and Science. Competencies developed through these curricula are sequential and developmental and will prepare individuals to effectively use their knowledge in the performance of many tasks. Basic skills are, therefore, identified as the fundamental abilities one needs in order to function adequately in a society. The ultimate goal of education is to provide each student with the academic knowledge and skills needed for further education and/or training for the eventual purpose of successful entry into the work force.

Career Development is the Fifth Basic Skill that all students need in order to prepare themselves for constructive participation in society and the realization of a desired life style. Career development begins at an early age with basic information and experiences and continues in a developmental manner which includes a series of transitions involving individual growth and environmental changes. Career development gives the individual the opportunity to explore self and career options, secure an understanding of occupations, acquire decision making skills, develop a positive work ethic, clarify an understanding of work, and make realistic career plans necessary to enter an occupation.

The Comprehensive Career Development Program provides students, K-12, with the information and experience necessary to develop competencies which will help students make realistic career plans and prepare them with the career development skills necessary to successfully enter the global workplace.

## COMPREHENSIVE CAREER DEVELOPMENT PROGRAM

The Comprehensive Career Development Program evolves around three interrelated domains: Self-Knowledge, Educational Development, and Career Planning. The domains remain the same throughout the model; however, the competencies are developmental at each grade level.


SELF - KNOWLEDGE
All students will acquire and demonstrate competencies in effective interpersonal relationships and recognize their potential contribution to society and the world.
CAREER
EDUCATIONAL DEVELOPMENT
All students will acquire and demonstrate competencies in developing an educational program that prepares them for a career goal.
DEVELOPMENT
CAREER PLANNING
All students will acquire and demonstrate competencies in planning and preparing for a career that relates to their assessed aptitudes, interests and abilities.

## CAREER DEVELOPMENT

Students will begin to show a preference for the direction their high school and postsecondary education will take.

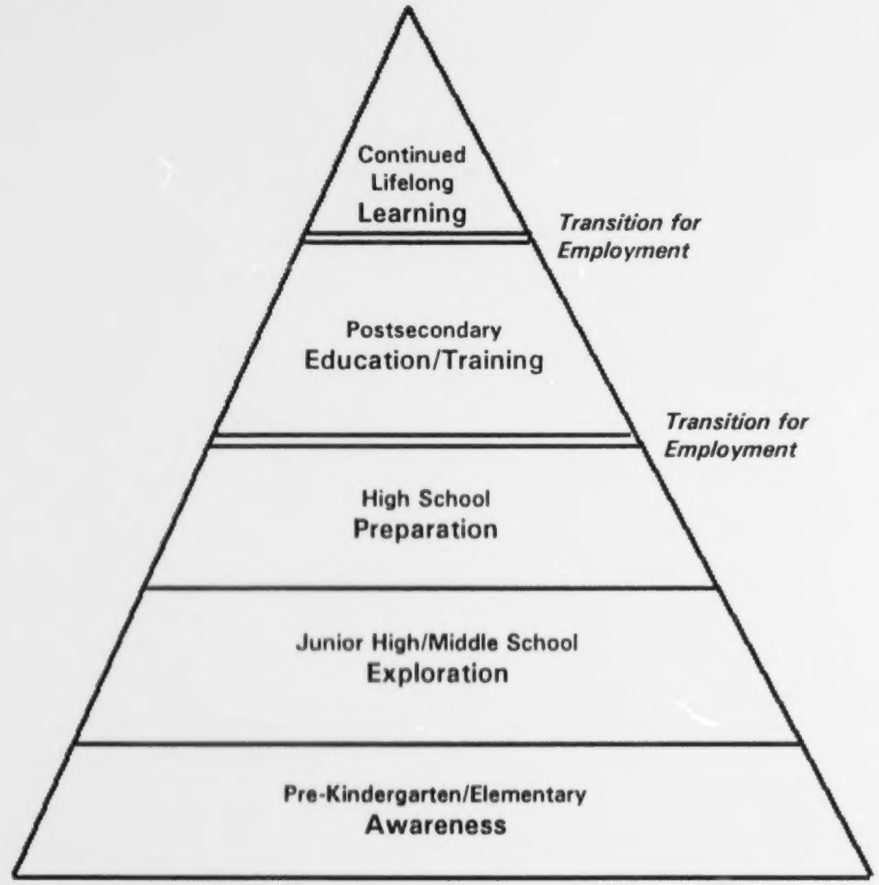
The sequential order of career development is: awareness, exploration, and preparation.

**Awareness** - The initial process of career development requires the students to become knowledgeable of their aptitudes, interests, and abilities and how these relate to occupations. They will begin the process by career clustering and understanding the importance of learned skills to occupations.

**Exploration** - This segment of career development involves in-depth investigations of occupations through research and experiential activities.

**Preparation** - The preparation phase includes planning for and acquiring the educational and skill training necessary for entry into an occupation or further education/training experience in colleges, the military, apprenticeships, or proprietary schools.

The graphic depiction of this process illustrates the grade levels at which each of these steps can be presented in a sequential, developmental Career Development Program.



## NATIONAL CAREER DEVELOPMENT GUIDELINES

## CAREER DEVELOPMENT COMPETENCIES BY AREA AND LEVEL

The primary purpose of developing the National Career Development Guidelines was to provide a framework for states to follow when designing their own guidelines. Therefore, the Comprehensive Career Development Program embraces some content from the National Career Development Guidelines and includes features from other programs such as the Missouri and New Hampshire models.

| Elementary | Middle/Junior High School | High School |
|---|---|---|
| **Self-Knowledge** | | |
| Knowledge of the importance of self-concept. | Knowledge of the influence of a positive self-concept. | Understanding of the influence of a positive self-concept. |
| Knowledge of the skills to interact with others. | Knowledge of the skills to interact with others. | Knowledge of the skills to interact positively with others. |
| Awareness of the importance of growth and change. | Knowledge of the importance of growth and change. | Understanding of the impact of growth and development. |
| **Educational and Occupational Exploration** | | |
| Awareness of the benefits of educational achievement. | Knowledge of the benefits of educational achievement to career opportunities. | Understanding of the relationship between educational achievement and career planning. |
| Awareness of the relationship between work and learning. | Understanding of the relationship between work and learning. | Understanding of the need for positive attitudes toward work and learning. |
| Knowledge of the skills to understand and use career information. | Knowledge of the skills to locate, understand, and use career information. | Knowledge of the skills to locate, evaluate, and interpret career information. |
| Awareness of the importance of personal responsibility and good work habits. | Knowledge of the skills necessary to seek and obtain jobs. | Knowledge of the skills to prepare to seek, obtain, maintain, and change jobs. |
| Awareness of how work relates to the needs and functions of society. | Understanding of how work relates to the needs and functions of the economy and society. | Understanding of how societal needs and functions influence the nature and structure of work. |
| **Career Planning** | | |
| Understanding of how to make decisions. | Knowledge of the skills to make decisions. | Knowledge of the skills to make decisions. |
| Awareness of the interrelationship of life roles. | Knowledge of the interrelationship of life roles. | Understanding of the interrelationship of life roles. |
| Awareness of different occupations and changing male/female roles. | Knowledge of different occupations and changing male/female roles. | Understanding of the continuous changes in male/female roles. |
| Awareness of the career planning process. | Understanding of the process of career planning. | Knowledge of the skills in career planning. |

***Developed by***
***National Occupational Information Coordinating Committee(1991)***

BEST COPY AVAILABLE

## THE COMPREHENSIVE CAREER DEVELOPMENT PROGRAM

The Comprehensive Career Development Program is based upon South Carolina Career Guidance Guidelines for Program Development (K-12) as mandated in Section 33 of the 1976 Education Code which is part of the Target 2000 initiative of the South Carolina Department of Education.

## TARGET 2000

Section 33. The 1976 Code is amended by adding: "The State Department of Education is directed to develop guidelines to include career guidance as part of the general guidance program in the schools of the State."

## CAREER GUIDANCE GUIDELINES

Career Guidance should:

.... be part of all general guidance programs.

.... have planned objectives that are sequential and developmental with expected student outcomes and activities to bring about these stated outcomes in grades K-12.

.... enhance the stated mission of the South Carolina Department of Education by providing appropriate opportunities to prepare the youth of South Carolina for constructive participation in society and immediate employment or further education.

.... evolve around three interrelated domains: Self-Knowledge, Educational Development, and Career Development.

.... actively involve counselors, faculty and staff, parents, community, business/industry, and administrators in the career development of students.

.... provide students with up-to-date career and labor market information through resources such as those contained in Library/Media Centers, those accessed through the South Carolina Occupational Information System (SCOIS), practitioners, and career publications.

.... utilize a variety of approaches including classroom activities, elective courses, infusion, shadowing, experimental programs, and other innovative strategies, depending upon the grade level and maturity of the students.

.... provide activities that involve "Applied Academics," thus enhancing the relevancy of learned Basic Skills to careers.

## CAREER GUIDANCE GUIDELINES

Career Guidance should:

.... utilize personal experiences as well as assessment instruments, when appropriate, to determine individual aptitude, interests, and needs as related to career development.

.... prepare students with decision making skills necessary in choosing effective alternatives throughout life in planning and preparing for career goals.

.... provide students with up-to-date information regarding postsecondary career development options including College/University, Military, Apprenticeships, On-The-Job Training, Technical Colleges, Private Vocational Schools, and other pathways to achieving career goals.

A quality career development program requires the interaction and collaboration of administrators, counselors, faculty and staff, parents, and representatives from business/industry.

5 BEST COPY AVAILABLE

## ADMINISTRATOR

The administrator must be genuine and overt in his/her support of a Comprehensive Career Development Program. The administrator's enthusiasm will engender within the school district and the community the willingness to lend active support to the successful implementation of a comprehensive career development program.

### THE ADMINISTRATOR

.... provides leadership and support necessary to integrate career development into the instructional program.

.... encourages the participation of staff members in career development programs.

.... plans staff development activities in order to develop the level of understanding of career education concepts.

.... supports the establishment of a career development advisory committee.

.... defines staff and administrative responsibilities to encourage career development.

.... provides adequate facilities, materials, and time for career development programs.

## COUNSELOR

The counselor acts as the facilitator of a career development program; however, effective delivery of the program will depend on teaming with groups such as other staff members, parents, administrators, and community business/industry representatives. Counselors need to keep up-to-date on a variety of career development materials and to participate in professional experiences to improve their skills and knowledge related to career development.

### THE COUNSELOR

.... provides leadership for initiating efforts to design a Comprehensive Career Development Program K-12 for his/her district.

.... involves teachers, peers, business/industry, parents, and community resource persons.

.... plans student learning experiences and competencies for use in classroom settings.

.... includes volunteers, special needs staff, school health nurses, paraprofessionals, and other students.

.... assists students to investigate career options and plan pathways to careers through individual and group career development activities.

## FACULTY AND STAFF

Career development activities should be integrated into all subject areas and grade levels. This strategy will give new life and meaning to course content as well as add relevancy to the world of occupations.

### THE FACULTY AND STAFF

.... plan classroom career development activities with the counselor.

.... utilize infusion strategies which integrate career development activities into all subject areas and grade levels.

.... plan activities utilizing technological resources such as the South Carolina Occupational Information System (SCOIS).

.... make available materials that provide current occupational and career information.

.... act as resource people by sharing interests and experiences with students.

BEST COPY AVAILABLE

## PARENT

The family structure and environmental surroundings have a dynamic impact on the development of a child. Career development can be most effective when there is support from the home and family structure. It is vitally important that the home and family be actively involved, whenever appropriate, in career planning activities. Parents (life partners) and other family members strongly influence the perspectives students have of work and the demands placed upon them by society. Perceptions of work communicated to children by those in the home environment either greatly hinder or promote their concept of work.

**THE PARENT**

.... maintains an active interest in and support of career development activities.

.... displays positive attitudes about the concept of work.

.... provides opportunities for and encourages the expression of his/her child's individual aptitudes, interests, and abilities.

.... will learn which career options will be available for his/her children in order to prepare and plan for the time when they will enter the global marketplace.

.... explores all educational/training options and financial aid available.

## COMMUNITY, BUSINESS AND INDUSTRY

The community is an integral part of a career development program. Business and industry depend upon the youth in communities to supply present and future human resources for their many jobs, as well as to prosper through employment and become consumers of their products and services.

### THE COMMUNITY

.... provides students with occupational information.

.... participates in the Adopt-A-School Program.

.... provides settings in which students can gain actual work experience.

.... supports career development programs through fraternal organizations, community service organizations, and interest groups.

BEST COPY AVAILABLE

## THE FORMAT

The Comprehensive Career Development Program follows a sequential, developmental plan of objectives with expected student outcomes and activities to bring about these outcomes for students in K-12. The program is presented in the following format for grade segments K-3, 4-5, 6-9, 10-12.

* An overview describing characteristics and needs of students regarding career development.
* Stated career development objectives.
* Competency-based planned activities involving counselors, teachers, parents, community, and administrators.

## ELEMENTARY CAREER DEVELOPMENT OVERVIEW

The primary goal for career development at the elementary school level is aiding children to begin mastering the competencies which are essential for achieving a productive and rewarding way of life. The Elementary Career Development Program is concerned with increasing an awareness of self, recognizing the importance of education, and extending knowledge of career options. The program is not intended to encourage children to make premature career choices; rather, it focuses on the awareness of career choices and the various pathways in achieving individual career goals. The program emphasizes how careers, based upon their relationship to individual personal characteristics, can be satisfying and rewarding. Students will become more aware of how they are unique and how they can use school experiences to explore and prepare for the future.

BEST COPY AVAILABLE

## CAREER DEVELOPMENT OBJECTIVES
## ELEMENTARY (K - 3)

| | EDUCATION | SELF-KNOWLEDGE | CAREER PLANNING |
|---|---|---|---|
| K | 1. Understand why learned skills and knowledge are important.<br>2. Use the Career Learning Center.<br>3. Understand the importance of workers in society. | 1. Begin a Career Development Record.<br>2. Understand personal and physical characteristics.<br>3. Understand how behavior influences the feelings and actions of others. | 1. Show how careers can be divided into two groups.<br>2. Be aware of occupations in the community.<br>3. Learn about leisure activities. |
| 1 | 1. Distinguish between paid and unpaid work.<br>2. Be aware of skills necessary in some careers.<br>3. Learn how decisions are made. | 1. Know the basic necessities of life.<br>2. Know personal and physical abilities.<br>3. Learn how workers dress for their occupations. | 1. Be aware of self-employment careers.<br>2. Know that careers can be classified according to working with data, people, or things.<br>3. Know occupation of family/household members. |
| 2 | 1. Know how educational interests relate to careers.<br>2. Know how technology has changed work.<br>3. Understand why academic skills are necessary. | 1. Complete the Career Development Record for this grade level.<br>2. Be aware of abilities and strengths.<br>3. Be aware of socially acceptable behavior. | 1. Know what is meant by the work environment.<br>2. Understand that many occupations are necessary in order to produce and deliver a product.<br>3. Be aware of occupations that provide us "the basic necessities." |
| 3 | 1. Know how money earned affects the family.<br>2. Be aware of why work is important.<br>3. Be aware that making mistakes can be an important part of learning. | 1. Be aware of the importance of a positive self-concept.<br>2. Be aware of how physical development can affect a career choice.<br>3. Be aware of the importance of good personal habits. | 1. Be aware of occupational titles.<br>2. Be aware of the diversity of occupations in the community.<br>3. Be aware of leisure time occupations. |

## CAREER DEVELOPMENT
## EDUCATION
## KINDERGARTEN

**OBJECTIVES:**

1. Understand why learned skills and knowledge are important.
2. Use the Career Learning Center.
3. Understand the importance of workers in society.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Relate why skills and knowledge are important. | 1. Visit class and talk about what will be learned in the learning centers. | 1. Plan activities with teacher. Use learning centers to demonstrate what students will learn. | 1. Plan activities with counselor. Have students give examples of what they expect to learn. | 1. Demonstrate interest in students' learning processes. | 1. Provide speaker: "Skills Necessary in My Job." |
| 2. Perform activities in the career learning center. | 2. Encourage staff to develop a career learning center. | 2. Assist teachers in developing a "career" learning center. | 2. Develop a "Career" learning center in the classroom. | 2. Provide materials from various occupations for career learning center. | 2. Provide materials representing businesses for career learning center. |
| 3. Relate the importance of workers in their community. | 3. Encourage field trips to businesses and support with time and funds. | 3. Plan activities with teachers emphasizing the importance of all workers in society. | 3. Plan activities with the counselor. | 3. Discuss how your occupation is important to society. | 3. Provide speaker from local Chamber of Commerce: "Businesses in Our Community." |

**RESOURCES:**

Career and Technology Awareness

Develop a "Career" Learning Center - materials from Vocational/Career Center

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## SELF-KNOWLEDGE
## KINDERGARTEN

**OBJECTIVES:**

1. Begin a Career Development Record.
2. Understand personal and physical characteristics.
3. Understand how behavior influences the feelings and actions of others.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Complete the K-level-Career Development Record with assistance. | 1. Provide support and funding for Career Development Record. | 1. Schedule classroom session with teacher. | 1. Work with counselors in beginning a Career Development Record. | 1. Help teacher and counselor with Career Development Record. | 1. Provide assistance to counselor and teacher. |
| 2. Describe your personal and physical characteristics. | 2. Support activities. | 2. Plan group sessions. | 2. Plan sessions that address uniqueness of individuals. | 2. Discuss individual differences between siblings. | 2. Provide speaker - YMCA/ YWCA: "Physical Requirements For Various Sports." |
| 3. Describe how your actions can help you get along with others. | 3. Speak on how students' behavior affects school life. | 3. Plan activities that describe good/bad behavior. | 3. Plan lesson on how behavior influences work in the classroom. | 3. Discuss how behavior influences work. | 3. Provide speaker: "Employees' Behavior." |

**RESOURCES:**

Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

**CAREER DEVELOPMENT RECORD**

_____

Student's Name

**GRADE K** DATE:_____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside ____ Inside ____ Both ____

**Physically:**

Active ____ Average ____ Sedentary ____

Achievement(s) _____

_____

Hobby/Interest(s) _____

_____

Wants to be a(n): _____

_____

Comments: _____

_____

_____

_____

43

**GRADE TWO** DATE:_____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside ____ Inside ____ Both ____

**Physically:**

Active ____ Average ____ Sedentary ____

Achievement(s) _____

_____

Hobby/Interest(s) _____

_____

Wants to be a(n): _____

_____

Comments: _____

_____

_____

_____

43

## CAREER DEVELOPMENT
## CAREER PLANNING
## KINDERGARTEN

**OBJECTIVES:**

1. Show how careers can be divided into two groups.
2. Be aware of occupations in the community.
3. Learn about leisure activities.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Given a variety of careers, determine the career group to which each belongs (Service or Product). | 1. Encourage staff to use community as a resource. | 1. Plan with teachers a group activity using pictures of people working (Service or Product). | 1. Plan with counselor classroom activity of people working. | 1. Tell the student about your job. | 1. Provide speakers from businesses and industry (Service and/or Products). |
| 2. Name several occupations in your community. | 2. Support activities through assignments of staff and paraprofessionals for field trip "Main Street." | 2. Plan group activity about occupations on "Main Street." | 2. Post pictures representing occupations in community. | 2. Point out the various businesses and industries in your community. | 2. Provide field trip sites for "Main Street." |
| 3. Distinguish between leisure activities and work. | 3. Conduct staff orientation encouraging teachers to share information about leisure activities. | 3. Plan additional group activities. | 3. Plan activities with counselor. | 3. Relate what leisure activities you prefer. | 3. Provide field trip sites and speakers from leisure type occupations. |

**RESOURCES:**

Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

**CAREER DEVELOPMENT**

**EDUCATION**

**FIRST GRADE**

## OBJECTIVES:

1. Distinguish between paid and unpaid work.
2. Be aware of skills necessary in some careers.
3. Learn how decisions are made.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Describe paid and unpaid types of work in your community. | 1. Speak about how volunteers help the school. | 1. Plan activity with teacher that explains paid and volunteer work. | 1. Plan activities with counselor. | 1. Discuss how and when you are paid for your work. | 1. Provide volunteer organization speaker. |
| 2. Describe skills and education necessary in several occupations. | 2. Discuss skills and education required for school administrator. | 2. Plan sessions explaining skills and education necessary in occupations. | 2. Make a pictorial display of people working; indicate the skills and education required. | 2. Discuss skills and education necessary for your occupation. | 2. Provide speaker: "Skills and Education Necessary for Occupations." |
| 3. Describe several choices you make each day. | 3. Relate daily decisions made regarding schools. | 3. Conduct classroom sessions about making decisions/choices. | 3. Plan activities relating to being responsible for one's decisions. | 3. Relate decisions that you must make each day. | 3. Provide speaker: "Decisions Made on the Job." |

## RESOURCES:

South Carolina Occupational Information System (SCOIS)

## ADDITIONAL ACTIVITIES:

## CAREER DEVELOPMENT
## SELF-KNOWLEDGE
## FIRST GRADE

**OBJECTIVES:**

1. Know the basic necessities of life.
2. Know personal and physical abilities.
3. Learn how workers dress for their occupations.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. State three basic necessities needed by everyone. | 1. List "Basic Necessities" for operating a school. | 1. Plan activities that explain basic necessities through pictures. | 1. Plan activities with counselor. | 1. Explain how your job provides money for basic necessities. | 1. Present speakers who are providers of basic necessities. |
| 2. Describe two abilities that you possess. | 2. Speak to classes about abilities needed in staff members' jobs. | 2. Plan activity describing various abilities one may have. Explain that we all have different abilities. | 2. Plan activity with counselor. | 2. Discuss your abilities. | 2. Present speakers who emphasize abilities used in their work (cake decorators, football players, keyboardists, etc.). |
| 3. Describe how various workers dress for their jobs. | 3. Support activities with enthusiasm. | 3. Plan activities describing appropriate necessary attire for a job (coveralls, lab coats, costume, space suits, etc.). | 3. Plan a Career Dress-up Day or Hats Day. | 3. Describe appropriate attire for your job. | 3. Present speaker dressed in work clothes (diver, lab technician, welder, construction worker, etc.). |

**RESOURCES:**

Career and Technology Awareness

High School Students as Speakers

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## CAREER PLANNING
## FIRST GRADE

**OBJECTIVES:**

1. Be aware of self-employment careers.
2. Know that careers can be classified according to working with data, people, and things.
3. Know occupation of family/household members.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Define self-employment. | 1. Support activities. | 1. Plan classroom sessions describing self-employment careers. | 1. Prepare activities showing self-employed persons. | 1. Discuss self-employment versus working for someone else. | 1. Present speaker - owner of franchise for fast food or other self-employed person (doctor, cobbler, etc.). |
| 2. Identify occupations as they are classified: working with data, people, or things. | 2. Support activities. | 2. Conduct classroom sessions on careers as they are classified: working with data, people, or things. | 2. Plan a visual display of various classifications of occupations: working with data, people, or things. | 2. Discuss category in which your job falls. | 2. Present speaker from each category. |
| 3. Describe occupations of adult household members/parents. | 3. Describe occupation and how it is classified (combining data, people, and things). | 3. Relate occupations of parents/adult household members to classifications of careers. | 3. Provide classroom time for occupational descriptions and classifications. | 3. Volunteer to speak to class about your occupation. | 3. Support parent speaker activity. |

**RESOURCES:**

Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## EDUCATION
## SECOND GRADE

**OBJECTIVES:**

1. Know how educational interests relate to careers.
2. Know how technology has changed work.
3. Understand why basic skills are necessary.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Identify favorite school subject and relate it to an occupation. | 1. Support activities. | 1. Conduct classroom sessions to identify careers related to subject area. | 1. Plan lessons about careers related to subject area. | 1. Discuss favorite subject when you were in school. | 1. Present speaker: "Favorite Subject and My Career." |
| 2. Describe history of two inventions: past, present, and future. | 2. Present: "How Computers Have Changed Our Work." | 2. Discuss *technology and careers in classroom sessions: "Ideas to Products." | 2. Plan lessons that relate to inventions: past, present, and future. | 2. Discuss how new inventions have changed your workplace and your work. | 2. Provide field trip site: "New Ideas and Inventions." |
| 3. Explain how "basic skills" are necessary to everyday living. | 3. Support activities. | 3. Conduct classroom sessions describing how language arts, math, social studies, and science are important to everyday living. | 3. Plan lessons relating subject area to everyday living skills. | 3. Relate how the "basic skills" are necessary in your work. | 3. Present speaker: "Literacy in Everyday Living." |

**RESOURCES:**

Career and Technology Awareness

South Carolina Occupational Information System (SCOIS)

NASA Materials

**ADDITIONAL ACTIVITIES:**

*technology - a scientific method of achieving a useful product.

## CAREER DEVELOPMENT
## SELF-KNOWLEDGE
## SECOND GRADE

**OBJECTIVES:**

1. Complete the Career Development Record for this grade level.
2. Be aware of abilities and strengths.
3. Be aware of socially acceptable behavior.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Complete your Career Development Record. | 1. Support activity. | 1. Have teachers and volunteers assist students in completing their records. | 1. Assist counselors. | 1. Review career development record. Provide assistance to counselors and teachers. | 1. Support volunteers to help counselors. |
| 2. Describe your abilities and strengths. | 2. Support activities. | 2. Describe abilities and strengths in classroom sessions. | 2. Discuss abilities students have academically and/or physically; discuss strengths as they relate to character. | 2. Discuss your abilities as they relate to your work. | 2. Present speaker: "Abilities Needed in Our Business." |
| 3. Demonstrate socially acceptable behavior. | 3. Provide recognition and reward for those demonstrating outstanding behavior. | 3. Discuss and role play behavior activities in classroom. | 3. Plan good behavior activities. | 3. Discuss and role model acceptable behavior. | 3. Support good behavior activities (medals, stars, certificates, etc.). |

**RESOURCES:**

Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## CAREER PLANNING
## SECOND GRADE

**OBJECTIVES:**

1. Know what is meant by the work environment.
2. Understand that many occupations are necessary in order to produce and deliver a product.
3. Be aware of occupations that provide us "the basic necessities."

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Give examples of work environments. | 1. | 1. Conduct classroom sessions on work environments. | 1. Coordinate with counselor. | 1. Describe your work environment. | 1. Present speakers from various work environments. |
| 2. Discuss various skills needed in order to produce a product. | 2. Speak on topic: "Skills Needed in My Work." | 2. Conduct classroom sessions: Discuss the skills needed to produce several products. | 2. Coordinate with counselor. | 2. Discuss what skills you need in your work. | 2. Present speaker: "Skills Needed in My Work." |
| 3. Identify occupations that produce the basic necessities. | 3. Speak on topic: "How School Buildings Have Changed." | 3. Conduct classroom sessions: "The Basic Necessities." | 3. Cafeteria worker, tell the skills necessary for preparing breakfast/lunch for the students. | 3. Explain how your job is important to the community. | 3. Present speaker: "Providers of Food, Clothing, and Skills." |

**RESOURCES:**

Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## EDUCATION
## THIRD GRADE

### OBJECTIVES:

1. Know how money earned affects the family.
2. Be aware of why work is important.
3. Be aware that making mistakes can be an important part of learning.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Explain how families use money. | 1. Finance speaker: "How We Use Money for Schools." | 1. Conduct classroom sessions: "Money and Its Uses." | 1. Coordinate with counselor. | 1. Review family expenditures. | 1. Present speaker: "Banks and Money." |
| 2. Discuss why work is important. | 2. Discuss: "Why My Work Is Important." | 2. Conduct classroom sessions: "Why People Work." | 2. Coordinate with counselor: "Why Teaching Is Important to Me." | 2. Discuss why you like/dislike your work. | 2. Present speaker: "Why I Like My Work." |
| 3. Relate what you have learned from your mistakes. | 3. Discuss: "What I Learned From a Mistake." | 3. Conduct classroom sessions: "Mistakes Are Learning Experiences." | 3. Coordinate with counselor. | 3. Relate what you have learned from mistakes. | 3. Present speaker from business: "What We Have Learned From Mistakes." |

### RESOURCES:

Career and Technology Awareness

### ADDITIONAL ACTIVITIES:

## CAREER DEVELOPMENT
## SELF-KNOWLEDGE
## THIRD GRADE

**OBJECTIVES:**

1. Be aware of the importance of a positive self-concept.
2. Be aware of how physical development can affect a career choice.
3. Be aware of the importance of good personal habits.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Describe yourself in a positive way. | 1. Support. | 1. Conduct classroom sessions: "Self-Concept." | 1. Coordinate with counselor. | 1. Describe yourself in a positive way. | 1. Present speaker: "Importance of Personal Appearance." |
| 2. Compare the physical requirements of several occupations (football player, banker, welder, etc.). | 2. Assistant Principal, discuss: "What I Do to Stay Physically Fit." | 2. Conduct classroom sessions: "Physical Differences." | 2. Plan with counselor activities that compare physical abilities necessary in various occupations. | 2. Relate physical requirements needed in your work. | 2. Present speaker, Physical Fitness Instructor. |
| 3. Demonstrate good personal habits. | 3. School Nurse, discuss: "Good Personal Habits at School." | 3. Conduct individual and group sessions: "Personal Habits." | 3. Encourage good personal habits. | 3. Demonstrate good personal habits. | 3. Present speaker: "Importance of Good Personal Habits at Work." |

**RESOURCES:**

Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## CAREER PLANNING
## THIRD GRADE

### OBJECTIVES:

1. Be aware of occupational titles.
2. Be aware of the diversity of occupations in the community.
3. Be aware of leisure time occupations.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Recognize occupational titles of school personnel. | 1. Provide occupational title list of school personnel to counselor. | 1. Conduct classroom session; review occupational title list of school personnel. | 1. Coordinate with counselor. | 1. Discuss your job's occupational title. | 1. Present speakers from occupational title list: "My Occupation." |
| 2. Tell about several occupations in the community. | 2. Present topic: "What Community Businesses I Use." | 2. Conduct classroom session; make list of occupations in the community and review with students. | 2. Plan activities with counselor. | 2. Relate the importance of various occupations in the community. | 2. Present speakers: "Occupations on Main Street." (Chamber of Commerce) |
| 3. Identify several leisure time activities you enjoy. | 3. Support. | 3. Conduct classroom session; define leisure compared to work. | 3. Coordinate with counselor. Discuss why a school playground is important. | 3. Discuss why leisure time is important to you. | 3. Present speakers: "Leisure Time Occupations." (Bowling, Fishing, Theatre, etc.) |

### RESOURCES:

Career and Technology Awareness

Telephone Book Yellow Pages

List of School Job Titles (Principals provide)

### ADDITIONAL ACTIVITIES:

## CAREER DEVELOPMENT OBJECTIVES
## ELEMENTARY (4 - 5)

| | EDUCATION | SELF-KNOWLEDGE | CAREER PLANNING |
|---|---|---|---|
| 4 | 1. Expand knowledge of why people work.<br>2. Be aware of how basic skills relate to specific careers.<br>3. Be aware of the decision making process. | 1. Complete the Career Development Record.<br>2. Be aware of skills and abilities necessary in some careers.<br>3. Be aware of how you are unique in your interests and abilities. | 1. Be aware of the 15 career clusters.<br>2. Be aware of occupations within the career clusters.<br>3. Be aware that leisure activities and interests can lead to a career. |
| 5 | 1. Expand knowledge of the relationship between educational achievement and career opportunities.<br>2. Develop attitudes necessary for work and learning.<br>3. Develop skills for locating, understanding, and using career information. | 1. Be aware of how interests and values relate to careers.<br>2. Be aware of how good work habits are necessary for career success.<br>3. Be aware that individuals are responsible for their own actions. | 1. Develop skills in making decisions and choosing alternatives in planning for career goals.<br>2. Expand knowledge of the interrelationship of life roles and careers.<br>3. Be aware of how sex-role stereotyping, bias, and discrimination can limit career choices. |

# CAREER DEVELOPMENT
# EDUCATION
# FOURTH GRADE

## OBJECTIVES:

1. Expand knowledge of why people work.
2. Be aware of how basic skills relate to specific careers.
3. Be aware of the decision making process.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Relate three reasons why people work. | 1. Support. | 1. Schedule classroom sessions: "Why People Work." | 1. Coordinate with counselor. | 1. Relate how salaries provide the necessities of life. | 1. Provide Job Service speaker. |
| 2. For each basic skill area list two careers that are directly related to the subject area. | 2. Support. | 2. Conduct classroom sessions. | 2. Make a display of careers related to subject area. | 2. Relate how basic skills are important in your occupation. | 2. Provide speaker from literacy council. |
| 3. Relate how decisions are made. | 3. Present some school problems that require decisions. | 3. Conduct group sessions: "Decision Making Skills." | 3. Coordinate with counselor. | 3. Relate some decisions that are made in the home setting. | 3. Provide speaker: "Business/Industry Decisions." |

## RESOURCES:

Career and Technology Awareness

Job Service

Literacy Council

## ADDITIONAL ACTIVITIES:

## CAREER DEVELOPMENT
## SELF-KNOWLEDGE
## FOURTH GRADE

### OBJECTIVES:

1. Complete the Career Development Record.
2. Be aware of skills and abilities necessary in some careers.
3. Be aware of how you are unique in your interests and abilities.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Complete the 4th grade segment of the Career Development Record. | 1. Schedule staff and support activity. | 1. Schedule personnel and class time to complete this objective. | 1. Work with counselor in scheduling activity; assist. | 1. Review results of career Development Record with student. | 1. Assist with Career Development Record activity. |
| 2. List skills and abilities needed in two careers. | 2. Support. | 2. Schedule as classroom activity. | 2. Collaborate with counselor. | 2. List skills and abilities necessary to your occupation. | 2. Present speaker: "Interests and Abilities Necessary to My Work." |
| 3. List your interests and abilities and show how these relate to a career interest. | 3. Support. | 3. Schedule as classroom activity (interests and abilities). | 3. Utilizing occupational teachers and others, show how interests and abilities can affect career choices. | 3. Relate to students how you chose your occupation. | 3. Present speaker: "Unusual Career." |

### RESOURCES:

Career and Technology Awareness

Telephone Book Yellow Pages

### ADDITIONAL ACTIVITIES:

**CAREER DEVELOPMENT RECORD**

_____
Student's Name

**GRADE FOUR** DATE:_____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside ____ Inside ____ Both ____

**Physically:**

Active ____ Average ____ Sedentary ____

Achievement(s) _____

_____

Hobby/Interest(s) _____

_____

Wants to be a(n): _____

_____

Comments: _____

_____

_____

_____

76

**GRADE FIVE** DATE:_____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside ____ Inside ____ Both ____

**Physically:**

Active ____ Average ____ Sedentary ____

Achievement(s) _____

_____

Hobby/Interest(s) _____

_____

Wants to be a(n): _____

_____

Comments: _____

_____

_____

_____

77

## CAREER DEVELOPMENT
## CAREER PLANNING
## FOURTH GRADE

### OBJECTIVES:

1. Be aware of the fifteen career clusters.
2. Be aware of occupations within the career clusters.
3. Be aware that leisure activities and interests can lead to a career.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. List the fifteen career clusters. | 1. Support. | 1. Conduct classroom session. | 1. Coordinate with counselor. | 1. Review clusters with student. | 1. Present speaker representing a career cluster. |
| 2. Identify several occupations within a career cluster. | 2. Support. | 2. Conduct classroom session. | 2. Coordinate with counselor. | 2. Relate job titles at your work site. Identify career cluster to which each belongs. | 2. Encourage field trips to businesses and industries. |
| 3. Relate how your leisure activities can lead to a career. | 3. Present topic: "My Leisure Activities." | 3. Conduct classroom session: "Leisure Interests and Careers." | 3. Coordinate with counselor. | 3. Relate how income supports leisure activities. | 3. Present speaker: Recreational Cluster - "Leisure Activities." |

### RESOURCES:

Career and Technology Awareness

### ADDITIONAL ACTIVITIES:

## CAREER DEVELOPMENT
## EDUCATION
## FIFTH GRADE

**OBJECTIVES:**

1. Expand knowledge of the relationship between educational achievement and career opportunities.
2. Develop attitudes necessary for work and learning.
3. Develop skills for locating, understanding, and using career information.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Identify how skills and knowledge taught in school subjects are needed in various occupations. | 1. Support. | 1. Provide individual counseling and group counseling: "Careers and the Basic Skills." | 1. Identify several careers that require proficiency in your particular school subject. | 1. Discuss how skills and knowledge learned in school help you at work. | 1. Provide speaker: "How Basic Skills Are Necessary in My Work." |
| 2. Demonstrate effective learning habits and skills. | 2. Support. | 2. Conduct group guidance on budgeting of time and study skills. | 2. Teach study skills. | 2. Review study skills, encourage achievement, and monitor progress. | 2. Provide speaker: "Careers Require Continued Learning." |
| 3. Demonstrate skills in using available school and community resources to learn about careers. | 3. Maintain file of resources such as speakers and field trip sites. | 3. Assist students in identifying resources for career information. | 3. Assist students in utilizing career information resources. | 3. Encourage students to use career information resources. | 3. Provide materials concerning career opportunities in business/industry. |

**RESOURCES:**

Career and Technology Awareness

Library Media Center - Study Skills

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## SELF-KNOWLEDGE
## FIFTH GRADE

**OBJECTIVES:**

1. Be aware of how interests and values relate to careers.
2. Be aware of how good work habits are necessary for career success.
3. Be aware that individuals are responsible for their own actions.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Relate why a career interests you. | 1. Support. | 1. Conduct classroom session; discuss how interests and values relate to careers. | 1. Plan with counselor. | 1. Relate to students what is interesting in your occupation. | 1. Provide speaker from unusual career. |
| 2. List three good work habits you should develop. | 2. Encourage staff to demonstrate good work habits. | 2. Conduct classroom session: "Good Work Habits." | 2. Emphasize the importance of good work habits in school. | 2. Demonstrate good work habits. | 2. Provide speaker: "Why People Are Fired." |
| 3. Demonstrate responsible behavior. | 3. Support. | 3. Conduct classroom session: "Being Responsible." | 3. Faculty emphasizes the importance of being responsible. | 3. Demonstrate responsibility. | 3. Provide speaker: "Responsible People at Work." |

**RESOURCES:**

Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## CAREER PLANNING
## FIFTH GRADE

**OBJECTIVES:**

1. Develop skills in making decisions and choosing alternatives in planning for career goals.
2. Expand knowledge of the interrelationship of life roles and careers.
3. Be aware of how sex-role stereotyping, bias, and discrimination can limit career choices.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Develop a plan to achieve a career goal. | 1. Encourage infusion strategies related to career development. | 1. Conduct classroom session: "Making Decisions and Alternatives in Planning Career Goals." | 1. Coordinate with counselor. | 1. Encourage student to investigate careers and plan for a career. | 1. Highlight careers in media, provide resources for career information, and provide speakers. |
| 2. Identify how the role of teen parent affects career options. | 2. Support activities. | 2. Conduct classroom session: "Teen Parenting and Careers." | 2. Coordinate with counselor. | 2. Discuss career plan you envision for your son/daughter. | 2. Provide speaker: "Teen Parents and School." |
| 3. Describe adjustments and advantages of entering a nontraditional occupation. | 3. Support activities. | 3. Provide resources: printed materials relating to nontraditional careers. | 3. Emphasize the effect that sex roles and stereotyping have on careers. | 3. Relate the type of work women do at their jobs. | 3. Present speaker: "Providing Nontraditional Role Models." |

**RESOURCES:**

South Carolina Occupational Information System (SCOIS)

U.S. Department of Labor, Women's Bureau - 1371 Peachtree Street NE, Room 323, Atlanta, GA 30367 (Publications list of free materials)

**ADDITIONAL ACTIVITIES:**

## MIDDLE/JUNIOR HIGH SCHOOL CAREER DEVELOPMENT OVERVIEW

Early adolescents are slowly moving from seeking and meeting adult expectations to that of seeking and meeting their own expectations through friendships and interaction with their peer groups. Excitable, easily motivated, creative, inquisitive, and eager to explore, students require a learning environment that is participative and action oriented. Educational achievements will be maximized to the extent that the school program responds to and acknowledges these traits. The sequential order of the career development process is applicable throughout life whenever one chooses to change or venture into a new career direction. The Career Development Program at the middle/junior high school level must be designed as an integral part of the school curriculum and must address the needs of these young people, allowing each student opportunities to explore various educational and career interests and to express an individual developing self.

Career development should begin in the elementary school and progress sequentially as do the basic skills. The developmental approach continues throughout a student's years in school and beyond. A Career Development Program should present information and challenging activities which encourage students to become aware of all alternatives open to them in harmony with their abilities, interests, aptitudes, and desired life-style.

BEST COPY AVAILABLE

## CAREER DEVELOPMENT OBJECTIVES
## MIDDLE/JUNIOR HIGH SCHOOL (6 - 9)

| | EDUCATION | SELF-KNOWLEDGE | CAREER PLANNING |
|---|---|---|---|
| 6 | 1. Explore education and skill requirements of various careers.<br>2. Expand knowledge of curriculum offerings at high school.<br>3. Expand knowledge of the relationship of career choice to life-style. | 1. Complete the Career Development Record.<br>2. Explore personal needs and academic abilities.<br>3. Expand knowledge of how personal maintenance affects careers. | 1. Explore all career clusters.<br>2. Expand knowledge of occupations in career clusters.<br>3. Expand knowledge of how career choice affects leisure time. |
| 7 | 1. Expand knowledge of how educational achievement can impact on career options.<br>2. Explore how the high school curriculum can begin training the student for a career.<br>3. Explore how peer pressure can influence decisions and school work. | 1. Complete the Career Development Record.<br>2. Explore careers that relate to interests, aptitudes, and abilities.<br>3. Develop a work ethic. | 1. Explore occupations in various career clusters.<br>2. Expand skills in finding and using sources of career information.<br>3. Expand knowledge of career opportunities in South Carolina. |
| 8 | 1. Plan a four-year high school curriculum.<br>2. Expand knowledge of how technology affects career options.<br>3. Be aware of how academic and occupational skills are used at home and work. | 1. Complete the Career Development Record.<br>2. Participate in a Career Interest Inventory and Needs Assessment.<br>3. Explore personal needs and wants: now and the future. | 1. Expand knowledge of SCOIS.<br>2. Explore how careers relate to community needs.<br>3. Explore entrepreneurship as a career option. |
| 9 | 1. Recognize that occupational skills can be learned through high school courses.<br>2. Appraise your academic and occupational strengths and weaknesses.<br>3. Plan a secondary and postsecondary course of study based on a career goal. | 1. Complete the Career Development Record.<br>2. Expand knowledge of physical and emotional preparation necessary for the workplace.<br>3. Expand knowledge of interpersonal skills. | 1. Explore career options.<br>2. Explore career pathways.<br>3. Investigate various careers. |

**CAREER DEVELOPMENT RECORD**

_____

Student's Name

**GRADE SIX** DATE:_____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside ____ Inside ____ Both ____

**Physically:**

Active ____ Average ____ Sedentary ____

Achievement(s) _____

_____

Hobby/Interest(s) _____

_____

Wants to be a(n): _____

_____

Comments: _____

_____

_____

**HIGH SCHOOL CURRICULUM PLAN:**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

**GRADE SEVEN** DATE:_____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside ____ Inside ____ Both ____

**Physically:**

Active ____ Average ____ Sedentary ____

Achievement(s) _____

_____

Hobby/Interest(s) _____

_____

Wants to be a(n): _____

_____

Comments: _____

_____

_____

**HIGH SCHOOL CURRICULUM PLAN:**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

**CAREER DEVELOPMENT RECORD**

_____

Student's Name

**GRADE EIGHT** DATE:_____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside ____ Inside ____ Both ____

**Physically:**

Active ____ Average ____ Sedentary ____

Achievement(s) _____

_____

Hobby/Interest(s) _____

_____

Wants to be a(n): _____

_____

Comments: _____

_____

_____

**HIGH SCHOOL CURRICULUM PLAN:**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

92

**GRADE NINE** DATE:_____

High Interest Subject _____

Low Interest Subject _____

**Prefers Activities:**

Outside ____ Inside ____ Both ____

**Physically:**

Active ____ Average ____ Sedentary ____

Achievement(s) _____

_____

Hobby/Interest(s) _____

_____

Wants to be a(n): _____

_____

Comments: _____

_____

_____

**HIGH SCHOOL CURRICULUM PLAN:**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

93

## CAREER DEVELOPMENT
## EDUCATION
## SIXTH GRADE

### OBJECTIVES:

1. Explore education and skill requirements of various careers.
2. Expand knowledge of curriculum offerings at high school.
3. Expand knowledge of the relationship of career choice to life-style.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Describe the education and training required for three careers in which you are interested. | 1. Encourage staff to regularly relate subject matter to career preparation. | 1. Conduct classroom session; review various careers. | 1. Focus on careers related to subject area. | 1. Relate the amount of education and skill/training required for your job. | 1. Provide information about occupations in business/industry highlighting the amount of education and skill training necessary. |
| 2. Tentatively plan a high school curriculum based on a career goal. | 2. Support interaction of high school and middle school counselors. | 2. Conduct classroom session: "Planning Your High School Curriculum." | 2. Various teachers, plan classroom sessions with the counselor. | 2. Relate what courses were taken in high school that prepared you for an occupation. | 2. Plan displays of careers and high school course offerings. |
| 3. Describe a desired life-style. | 3. Encourage staff support of activities. | 3. Conduct classroom session: "Career Choices and Life-Styles." | 3. Social studies teachers, discuss the relationship of economic stability and occupations. | 3. Relate how income influences your life-style. | 3. Have realtor speak on how neighborhoods reflect life-styles. |

### RESOURCES:

South Carolina Occupational Information System (SCOIS)

High School Curriculum Guide

Exploring Career Options

### ADDITIONAL ACTIVITIES:

## CAREER DEVELOPMENT
## SELF-KNOWLEDGE
## SIXTH GRADE

**OBJECTIVES:**

1. Complete the Career Development Record.
2. Explore personal needs and academic abilities.
3. Expand knowledge of how personal maintenance affects careers.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Complete your Career Development Record for this level. | 1. Encourage staff to complete this activity. | 1. Conduct classroom sessions. | 1. Assist counselor with Career Development Record. | 1. Review Career Development Record with student. | 1. Provide human resources for assistance in activity. |
| 2. List personal needs and review your scholastic achievements. | 2. Encourage staff to recognize individual student achievements. | 2. Conduct individual and classroom sessions: "Life Goals and Scholastic Achievements." | 2. Assist student in achieving acceptable scholastic achievement. | 2. Encourage student to maintain acceptable levels of scholastic achievement. | 2. Highlight Education Week in displays. |
| 3. Discuss your personal maintenance habits. | 3. Encourage staff to promote the importance of good health habits. | 3. Conduct individual sessions. | 3. Encourage acceptable personal health and cleanliness habits. | 3. Demonstrate good personal maintenance habits. | 3. Create displays highlighting personal appearance. |

**RESOURCES:**

_____

_____

_____

**ADDITIONAL ACTIVITIES:**

_____

_____

_____

## CAREER DEVELOPMENT
## CAREER PLANNING
## SIXTH GRADE

**OBJECTIVES:**

1. Explore all career clusters.
2. Expand knowledge of occupations in career clusters.
3. Expand knowledge of how career choice affects leisure time.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Identify several career clusters in which you are interested. | 1. Support with funds for career development materials. | 1. Conduct classroom session: "Career Clusters." | 1. Plan activity with counselor. | 1. Review career clusters that interest your child; identify the career cluster of your occupation. | 1. Collaborate with counselor; use displays and speakers. |
| 2. Identify three occupations that interest you in three different career clusters. | 2. Encourage staff to include career research in their assignments. | 2. Conduct classroom sessions: "Career Clusters and Occupations." | 2. Have student research three occupations highlighting how subject area skills are utilized. | 2. Review career clusters. | 2. Provide speakers for careers of interest. |
| 3. Compare how career choice affects leisure time activities. | 3. Encourage staff to orally share their "leisure time" activities and experiences with students. | 3. Conduct classroom session: "Leisure Time and Careers." | 3. Plan activity with counselor; share personal leisure time activities with class. | 3. Relate leisure time activities and how working hours affect these activities. | 3. Provide speakers from "leisure time" businesses and industries. |

**RESOURCES:**

Career and Technology Awareness _____

Exploring Career Options _____

Career College Association Handbook _____

**ADDITIONAL ACTIVITIES:**

_____

_____

_____

## CAREER DEVELOPMENT
## EDUCATION
## SEVENTH GRADE

**OBJECTIVES:**

1. Expand knowledge of how educational achievement can impact on career options.
2. Explore how the high school curriculum can begin training the student for a career.
3. Explore how peer pressure can influence decisions and school work.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Research a career and list the various educational levels represented. | 1. Support. | 1. Conduct classroom sessions; review career clusters and career ladder. | 1. Plan activities with counselor. | 1. Discuss your education/skill training level as it relates to your occupation. | 1. Businesses/industries, provide job titles and educational requirements of employees. |
| 2. List educational/skill training and pathways to various careers beginning in high school. | 2. Encourage teachers and counselors to work together in assisting all students in preparing for the transition from school to work. | 2. Conduct classroom sessions; provide high school curriculum guides. | 2. Incorporate career oriented activities into lesson plans. | 2. Discuss what educational/skill training opportunities you would like to have had. | 2. Provide speakers: "Education and Skills Needed in a Career." |
| 3. Recognize how peer pressure can effect your decisions. | 3. Support activities. | 3. Conduct classroom session: "Peer Pressure." | 3. Discuss peer pressure and its effects on school work. | 3. Encourage student to be unique and exercise good judgment. | 3. Provide speaker from Dept. of Youth Services: "Peer Pressure." |

**RESOURCES:**

Exploring Career Options/Career and Technology Awareness

List of Occupational Programs (Appendixes III and IV)

South Carolina Occupational Information System (SCOIS) and High School Curriculum Guide

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## SELF-KNOWLEDGE
## SEVENTH GRADE

**OBJECTIVES:**

1. Complete the Career Development Record.
2. Explore careers that relate to interests, aptitudes, and abilities.
3. Develop a work ethic.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Complete your Career Development Record. | 1. Provide support. | 1. Conduct classroom session on Career Development Record. | 1. Assist counselor with activity. | 1. Review Career Development Record. | 1. |
| 2. Identify your individual interests, aptitudes, and abilities. | 2. Support. | 2. Conduct classroom session; administer an interest inventory. Discuss aptitudes and abilities. | 2. Assist counselors to encourage students to exercise their individual interests. | 2. Provide opportunities for student to exercise his/her interests and abilities. | 2. |
| 3. Define work ethic and describe qualities that make up a good work ethic. | 3. Support activity. | 3. Conduct classroom session: "The Work Ethic." | 3. Show how school can be considered your first "job" and that developing a good work ethic begins here--punctuality, absenteeism, completion of assignments, etc. | 3. Encourage student to maintain a good attendance record. | 3. Provide speaker from business/industry who provides his/her view of a good work ethic. |

**RESOURCES:**

Career Development Record _____

Exploring Career Options _____

Interest Inventory (Appendix I) _____

**ADDITIONAL ACTIVITIES:**

_____

_____

_____

## CAREER DEVELOPMENT
## CAREER PLANNING
## SEVENTH GRADE

**OBJECTIVES:**

1. Explore occupations in various career clusters.
2. Expand skills in finding and using sources of career information.
3. Expand knowledge of career opportunities in South Carolina.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Select five occupations within one career cluster and describe how to prepare for each (academically and skill training). | 1. Support activities. | 1. Conduct classroom session: "Career Pathways." | 1. Using SCOIS, have student research a career. | 1. Describe what skills are needed for your occupation. | 1. Provide speaker for selected occupation. |
| 2. List various career information resources in the media center. | 2. Schedule SCOIS demonstration for staff in-service and PTO. | 2. Plan with media specialist for career information resources. | 2. Media specialist, plan with counselor. | 2. Encourage student to become familiar with career information resources. | 2. Provide site for public demonstration of SCOIS: mall, retail store, etc. |
| 3. List occupations indigenous to several regions of South Carolina. | 3. Support. | 3. Conduct classroom session with the social studies teacher. | 3. Describe occupations in SC during colonial times. | 3. Relate whether your occupation is found only in a certain region of SC. | 3. Promote various festivals which celebrate specific produce of an area; describe occupations that are associated with this product (Okra Strut, Watermelon Festival, etc.). |

**RESOURCES:**

Occupational Outlook Handbook

South Carolina Occupational Information System (SCOIS)

SCOIS JR.

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## EDUCATION
## EIGHTH GRADE

**OBJECTIVES:**

1. Plan a four-year high school curriculum.
2. Expand knowledge of how technology affects career options.
3. Be aware of how academic and occupational skills are used at home and work.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Plan a four-year high school curriculum based on a career interest. | 1. Encourage counselors to work together in developing a comprehensive guidance program. | 1. Conduct classroom sessions with high school counselors on planning a high school curriculum. | 1. Coordinate with counselors. | 1. Assist in planning high school curriculum. | 1. Provide speaker: "Planning Your High School Curriculum." |
| 2. List careers you may choose in the future. | 2. Schedule Aerospace Education Mobile Unit; contact Langley Research Center. | 2. Conduct classroom session: "Careers of the Future." | 2. Plan activities with counselor. | 2. Keep informed of new occupations. | 2. Provide school with information on new occupations. |
| 3. Identify skills necessary for living and working. | 3. Support activities. | 3. Conduct classroom sessions: "Skills for Living and Working." | 3. Plan activities showing importance of discipline to living and working. | 3. Relate to student the academic skills he/she needs at work and at home. | 3. Provide speaker: "Discipline in the Workplace." |

**RESOURCES:**

High School Curriculum Guide/Occupational and High School Counselors/Appendix II

NASA - Langley Research Center, Teacher Resource Center
Stop 146, Hampton, Virginia 23665-5225 (804) 864-3293

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## SELF-KNOWLEDGE
## EIGHTH GRADE

**OBJECTIVES:**

1. Complete the Career Development Record.
2. Participate in a Career Interest Inventory and Needs Assessment.
3. Explore personal needs and wants: now and the future.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Complete this level of the Career Development Record. | 1. Support activities. | 1. Conduct classroom session; review previous student Career Development Records. | 1. Assist counselor. | 1. Review Career Development Record with student. | 1. Provide assistance. |
| 2. Participate in an interest inventory. | 2. Orient staff. | 2. Review interest inventory instruments; select one to be administered. | 2. Assist counselor. | 2. Discuss career interests with student. | 2. |
| 3. List personal needs and wants for the present and the future. | 3. Support activities. | 3. Conduct group sessions: "Personal Needs and Wants." | 3. Develop activities that challenge students to evaluate personal needs and wants. | 3. Relate to student the needs of your household and your wants for the future. | 3. Provide speaker: "Buying a Car." |

**RESOURCES:**

Career and Technology Awareness

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## CAREER PLANNING
## EIGHTH GRADE

**OBJECTIVES:**

1. Expand knowledge of SCOIS.
2. Explore how careers relate to community needs.
3. Explore entrepreneurship as a career option.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Use the South Carolina Occupational Information System to research a career. | 1. Investigate funding source for SCOIS. | 1. Demonstrate SCOIS and develop activities utilizing SCOIS information. | 1. Teacher, plan activities with counselor. | 1. Review SCOIS information from school. | 1. Highlight SCOIS availability to community. |
| 2. Identify careers in your community that are: 1) service, 2) communication, 3) transportation, and 4) construction, and tell why they are needed in the community. | 2. Present to class how the four occupational categories are important to the school. | 2. Conduct classroom sessions; plan activities around these four occupational categories and discuss how they are important to the community. | 2. Plan with counselor. | 2. Discuss how your occupation is important to the community. | 2. Provide speakers and/or tours. |
| 3. Define and describe characteristics of entrepreneurship careers. | 3. Support and encourage activities. | 3. Conduct classroom session; marketing student or instructor will present "Entrepreneurship." | 3. Plan with counselor classroom sessions and activities. | 3. | 3. Provide speakers who are self-employed. |

**RESOURCES:**

South Carolina Occupational Information System (SCOIS) 737-2733

Telephone Book Yellow Pages

Marketing Instructor (Vocational/Career Center)

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## EDUCATION
## NINTH GRADE

**OBJECTIVES:**

1. Recognize that occupational skills can be learned through high school courses.
2. Appraise your academic and occupational strengths and weaknesses.
3. Plan a secondary and postsecondary course of study based on a career goal.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Relate how courses offered in high school can prepare you for a career. | 1. Encourage staff to support activities. | 1. Conduct classroom session: "Planning a High School Curriculum Based on a Career Goal." | 1. Relate course of study to various careers. | 1. Review high school courses with student. | 1. Provide speaker who is a recent graduate: "How High School Helped Me." |
| 2. Discuss individual career plan and review your educational progress. | 2. Support. | 2. Provide individual counseling sessions. | 2. Plan activities which give students the opportunity to explore their career goals. | 2. Assist student in developing realistic career goals. | 2. Offer summer jobs to students. |
| 3. Develop a high school plan based on a career goal. | 3. Support activities. | 3. Provide individual and group counseling. | 3. Coordinate with counselor. | 3. Review and assist student with a career preparation plan. | 3. Present college students to speak: "How College Is Helping Me Prepare for My Career." |

**RESOURCES:**

High School Curriculum Guide

Appendixes II, III, and IV

**ADDITIONAL ACTIVITIES:**

Summer Job Fair

## CAREER DEVELOPMENT
## SELF-KNOWLEDGE
## NINTH GRADE

**OBJECTIVES:**

1. Complete the Career Development Record.
2. Expand knowledge of physical and emotional preparation necessary for the workplace.
3. Expand knowledge of interpersonal skills.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Complete the Career Development Record for this level. | 1. Orient staff to Career Development Record. | 1. Plan classroom or group session. | 1. Implement lesson plans that require student to reflect and project career goals. | 1. Discuss your career hopes for the student. | 1. Support activity. |
| 2. Describe the physical and emotional maturity necessary for success in a career. | 2. Support. | 2. Plan group and individual sessions: "Preparation for Employment." | 2. Discuss emotional and physical development and how they can affect employment opportunities. | 2. Discuss emotional and physical maturity needed at your workplace. | 2. Present speaker from the Dept. of Mental Health. |
| 3. Demonstrate positive interpersonal skills. | 3. Support activities. | 3. Plan role playing sessions and other activities. | 3. Plan activities with counselor. | 3. Relate work situations where positive interpersonal skills were not used and the results. | 3. Present speaker: "Social Skills Needed on the Job." |

**RESOURCES:**

Interpersonal Relationships in the Workplace - SC Department of Education

**ADDITIONAL ACTIVITIES:**

**CAREER DEVELOPMENT**

**CAREER PLANNING**

**NINTH GRADE**

## OBJECTIVES:

1. Explore career options.
2. Explore career pathways.
3. Investigate various careers.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Report on several career options in which you are interested. | 1. Schedule a Career Day, Week, or Month. | 1. Conduct classroom sessions: "Career Clusters and Occupations." | 1. Coordinate with counselor. | 1. Encourage student to complete assignments. | 1. Highlight career clusters in window displays. |
| 2. Describe several pathways to a career in which you are interested. | 2. Support with scheduling and funds. | 2. Plan activities showing various career pathways (apprenticeship, college, proprietary school, tech, on-job-training, etc.). | 2. Support activity with assignments (written, oral, etc.). Media Specialist, provide information and material. | 2. Discuss an occupation you would like to know more about. | 2. Provide speakers and field trip sites. |
| 3. Operate the SCOIS computer terminal to investigate an occupation. | 3. Demonstrate SCOIS to faculty. | 3. Plan SCOIS instructional session. | 3. Plan activities requiring career research. | 3. Become oriented to SCOIS at PTO meetings. | 3. Visit school and observe SCOIS. |

## RESOURCES:

South Carolina Occupational Information System (SCOIS)

Media Center

## ADDITIONAL ACTIVITIES:

## HIGH SCHOOL CAREER DEVELOPMENT OVERVIEW

The high school years represent a critical time in the lives of students. For some students, this includes preparation for entry into postsecondary education; for other students, it includes direct entry into the work force or the military. For some students, it may be a challenging and frustrating time, resulting from little or no career direction. The peer pressure encountered during these years can influence future success or failure academically, socially, and occupationally. Career development programs must respond to individual needs, readiness, and motivation and must help all students prepare for the transition into the adult world. Students need to develop competencies that will enable them to make important choices that they will face during their high school years and develop the skills they will need as they mature in their own career development.

113

BEST COPY AVAILABLE

## CAREER DEVELOPMENT OBJECTIVES
## HIGH SCHOOL (10 - 12)

| | EDUCATION | SELF-KNOWLEDGE | CAREER PLANNING |
|---|---|---|---|
| 10 | 1. Recognize the relationship between academic/occupational achievement and career planning.<br>2. Recognize the importance of business/industry in your community.<br>3. Recognize that careers require various levels of academic/skill preparation. | 1. Complete the Career Development Record.<br>2. Recognize the importance of physical and mental development to career success.<br>3. Expand knowledge of changes in male/female roles and how this relates to career decisions. | 1. Develop a career plan.<br>2. Expand knowledge of financial aid resources.<br>3. Experience one day in an occupation of your choice with a mentor. |
| 11 | 1. Review and revise postsecondary educational/skill training plans.<br>2. Expand the development of a positive work ethic.<br>3. Expand skills needed for locating, evaluating, and interpreting career information. | 1. Complete the Career Development Record.<br>2. Recognize how peer pressure can influence behavior.<br>3. Recognize how stress can affect work and productivity. | 1. Expand job seeking skills.<br>2. Recognize skills necessary for maintaining a job.<br>3. Expand skills in resume writing, filling out applications, using interview techniques, and other job employment requirements. |
| 12 | 1. Expand knowledge of self-employment as a possible form of employment.<br>2. Expand knowledge of employment trends and the effects they have on career decisions.<br>3. Expand knowledge of how societal needs and functions influence business/industry. | 1. Expand knowledge of how career choice will affect future life-style.<br>2. Evaluate individual responsibility for making career decisions.<br>3. Expand knowledge of factors that influence career decisions. | 1. Review and expand career options and pathways.<br>2. Expand knowledge of local major employers, the products or services they provide, and representative occupations.<br>3. Recognize that the changing work world demands lifelong learning and training. |

## CAREER DEVELOPMENT
## EDUCATION
## TENTH GRADE

**OBJECTIVES:**

1. Recognize the relationship between academic/occupational achievement and career planning.
2. Recognize the importance of business/industry in your community.
3. Recognize that careers require various levels of academic/skill preparation.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Describe how scholastic and occupational skills will enhance their career goals. | 1. Provide monetary support and assist in guidance activities. | 1. Conduct classroom session. | 1. Identify careers related to your discipline. | 1. Recognize and encourage positive aptitudes, interests, and abilities. | 1. Provide speakers and field trip sites. |
| 2. Relate how business and industry in your community affects your life. | 2. Encourage business/industry to enter the Adopt-A-School Program. | 2. Conduct classroom sessions; discuss how business/industry in community affects lives. | 2. Schedule classroom session with counselor. | 2. Discuss how your employment affects your life. | 2. Participate in the Adopt-A-School Program. |
| 3. Demonstrate knowledge of academic/skill preparation necessary to enter various careers. | 3. Support. | 3. Conduct group sessions; discuss resources available for career information. | 3. Plan classroom sessions utilizing SCOIS information. | 3. Review career information resources. | 3. Provide job title list of a business/industry, and identify necessary academic/skill preparation. |

**RESOURCES:**

South Carolina Occupational Information System (SCOIS)

Telephone Book Yellow Pages

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## SELF-KNOWLEDGE
## TENTH GRADE

**OBJECTIVES:**

1. Complete the Career Development Record.
2. Recognize the importance of physical and mental development to career success.
3. Expand knowledge of changes in male/female roles and how this relates to career decisions.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Complete your Career Development Record for this level. | 1. Provide support and budget for resources. | 1. Conduct individual counseling and classroom sessions. | 1. Coordinate with counselors. | 1. Review Career Development Record. | 1. Support. |
| 2. Relate how you are preparing to accept the responsibility of employment. | 2. Support. | 2. Conduct classroom sessions: "What the Employer Expects from Employees." | 2. Coordinate lessons with "responsibility" theme. | 2. Review with student your responsibility to the family. | 2. Provide speakers: "Responsibility in the Workplace." |
| 3. The student will identify factors that have recently changed the work patterns of men and women. | 3. Support. | 3. Conduct group and classroom sessions. | 3. Plan a lesson: "Changing Male and Female Life Roles." | 3. Identify occupations that have nontraditional employees. | 3. Provide speakers in nontraditional occupations. |

**RESOURCES:**

South Carolina Occupations Information System (SCOIS)

Job Keeping Skills - SC Department of Education

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT RECORD

Student's Name

**GRADE 10** DATE:

High Interest Subject

Low Interest Subject

**Prefers Activities:**
Outside ___ Inside ___ Both ___

**Physically:**
Active ___ Average ___ Sedentary ___

Achievement(s)

Vocational Training

Hobby/Interest(s)

Career Interest

Work Experience

Exit Exam

Extracurricular Activities

**HIGH SCHOOL CURRICULUM PLAN:**
1.
2.
3.
4.
5.
6.



**GRADE 11** DATE:

High Interest Subject

Low Interest Subject

**Prefers Activities:**
Outside ___ Inside ___ Both ___

**Physically:**
Active ___ Average ___ Sedentary ___

Achievement(s)

Vocational Training

*ASVAB

Assessment

Career Plans

Work Experience

Extracurricular Activities

Awards/Honors

**Armed Services Vocational Aptitude Battery*

**HIGH SCHOOL CURRICULUM PLAN:**
1.
2.
3.
4.
5.
6.



**GRADE 12** DATE:

Graduated Rank

Vocational Training

College

Major Course of Study

Military: Branch

Job

Work: Seeking Employment

Employed By

*SAT: V ___ M ___ V ___ M ___

*ASVAB

Exit Exam

Extracurricular Activities

Awards/Honors

**Armed Services Vocational Aptitude Battery*
**Scholastic Aptitude Test*

**HIGH SCHOOL CURRICULUM PLAN:**
1.
2.
3.
4.
5.
6.

## CAREER DEVELOPMENT
## CAREER PLANNING
## TENTH GRADE

**OBJECTIVES:**

1. Develop a career plan.
2. Expand knowledge of financial aid resources.
3. Experience one day in an occupation of your choice with a mentor.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Develop a career plan including necessary educational and skill training. | 1. Support. | 1. Conduct individual and classroom session. | 1. Coordinate with counselor. | 1. Encourage student to make tentative career plans. | 1. Provide information about success of former students in careers. |
| 2. List several financial aid sources for postsecondary education and training. | 2. Encourage scholarship participation from community and other sources. | 2. Conduct classroom session: "Financial Aid." | 2. Coordinate with counselor. | 2. Review postsecondary options and financial requirements. | 2. Consider offering scholarships. |
| 3. Relate your experiences at an assigned work site, orally and in writing. | 3. Encourage and support experiential assignments. | 3. Arrange for student experiential assignments at a work site. | 3. Plan oral and written assignments based on assigned work experience. | 3. Assist and encourage experiential assignments. | 3. Collaborate with school. |

**RESOURCES:**

South Carolina Occupational Information System (SCOIS)

N.A.T.T.S. Handbook (National Association of Trade and Technical Schools)

Military Career Guide/High School Curriculum Guide/Appendix II

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## EDUCATION
## ELEVENTH GRADE

**OBJECTIVES:**

1. Review and revise postsecondary educational/skill training plans.
2. Expand the development of a positive work ethic.
3. Expand skills needed for locating, evaluating, and interpreting career information.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Review and revise postsecondary education/skill training and occupational plans. | 1. Support. | 1. Conduct classroom sessions. | 1. Plan activity about resources for career information. | 1. Plan future postsecondary education/skills training with student. | 1. Provide speaker, a college student or apprenticeship student. |
| 2. Demonstrate a positive work ethic. | 2. Encourage staff to practice positive attitude concerning work. | 2. Conduct group and individual sessions: "The Work Ethic." | 2. Coordinate with counselor: "The Work Ethic." | 2. Discuss the benefits of a positive work ethic. | 2. Provide speaker: "Your Job, Your Work Ethic." |
| 3. Research careers of interest using available resources. | 3. Provide budget and support for updated resource material. | 3. Provide and assist students with career information resources. | 3. Plan activity using SCOIS. | 3. Discuss career information with student. | 3. Provide resource for job information. |

**RESOURCES:**

South Carolina Occupational Information System (SCOIS)

Occupational Outlook Handbook/Dictionary of Occupational Titles

Job Seeking Skills - Job Keeping Skills Curriculum Guides - SC Department of Education

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## SELF-KNOWLEDGE
## ELEVENTH GRADE

**OBJECTIVES:**

1. Complete the Career Development Record.
2. Recognize how peer pressure can influence behavior.
3. Recognize how stress can affect work and productivity.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Complete your Career Development Record. | 1. Provide support. | 1. Schedule small group and individual sessions. | 1. Assign written work related to changing career plans. | 1. Review Career Development Record. | 1. |
| 2. Illustrate the influence peer pressure has on decisions and behavior. | 2. Provide support. | 2. Provide opportunities for group discussions. | 2. Assign oral presentations to be made by students relating to the effects of peer pressure. | 2. Include students in social interaction activities. | 2. Present speaker from Dept. of Youth Services: "Peer Influence." |
| 3. Identify symptoms of stress and anxiety. | 3. Provide speaker for in-service: "Stress and Anxiety Symptoms in Students." | 3. Conduct classroom session: "Symptoms of Stress and Anxiety and How to Cope." | 3. Present health class topic: "Stress and Anxiety." | 3. Describe how stress and anxiety can affect your work. | 3. Present speaker on mental health: "How to Cope." |

**RESOURCES:**

Interpersonal Relationships in the Workplace - SC Department of Education

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## CAREER PLANNING
## ELEVENTH GRADE

**OBJECTIVES:**

1. Expand job seeking skills.
2. Recognize skills necessary for maintaining a job.
3. Expand skills in resume writing, filling out applications, using interview techniques, and other job employment requirements.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Describe positive job seeking skills. | 1. Provide administrative support. | 1. Coordinate and supervise group activities related to job seeking skills. | 1. Plan with counselor activities involving job seeking skills. | 1. Assist with and review student's job seeking skills. | 1. Provide speakers: a panel discussion of job seeking skills. |
| 2. Recognize positive job keeping skills. | 2. Provide support. | 2. Plan group activities related to job keeping skills. | 2. Coordinate activities with counselor. | 2. Relate job keeping skills at your work site. | 2. Provide speaker: "How to Keep Your Job." |
| 3. Write a resume, fill out sample applications, and practice interviewing skills. | 3. Provide support. | 3. Conduct classroom sessions: "Resumes, Applications, and Interviews." | 3. Coordinate with counselor. | 3. Relate job application procedures at your job site. | 3. Provide sample job applications. |

**RESOURCES:**

Job Seeking Skills and Job Keeping Skills - SC Department of Education

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## EDUCATION
## TWELFTH GRADE

**OBJECTIVES:**

1. Expand knowledge of self-employment as a possible form of employment.
2. Expand knowledge of employment trends and the effects they have on career decisions.
3. Expand knowledge of how societal needs and functions influence business/industry.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Demonstrate knowledge of skills necessary for self-employment; demonstrate knowledge of franchising. | 1. Provide support. | 1. Conduct group sessions with marketing student or instructor: "Entrepreneurship." | 1. Economics teacher, plan with counselor classroom sessions: "Supply and Demand." | 1. Volunteer to speak: "Owning Your Own Business." | 1. Provide speaker: "Franchising - Fast Foods." |
| 2. Demonstrate knowledge of how employment trends affect career options. | 2. Provide support. | 2. Conduct group sessions: "The Economy and Employment." | 2. Plan with counselor. | 2. Discuss "layoff" situations at work. | 2. Provide speaker: "Employment Trends." |
| 3. List several social factors that influence business/industry. | 3. Provide support. | 3. Conduct classroom sessions: "How Society's Needs Influence Business And Industry." | 3. Coordinate with counselor. | 3. Discuss with student how society's needs can affect his/her job. | 3. Provide speaker: "Marketing a Product." |

**RESOURCES:**

Marketing Instructor (Occupational Education)

South Carolina Employment Security Commission, Labor Market Division - Materials and Speakers (737-2660)

**ADDITIONAL ACTIVITIES:**

## CAREER DEVELOPMENT
## SELF-KNOWLEDGE
## TWELFTH GRADE

**OBJECTIVES:**

1. Expand knowledge of how career choice will affect future life-style.
2. Evaluate individual responsibility for making career decisions.
3. Expand knowledge of factors that influence career decisions.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Describe a desired future life-style. | 1. Provide administrative support. | 1. Provide individual and group sessions discussing life-styles as they relate to careers. | 1. Coordinate with counselor: "Life-Styles and Your Career." | 1. Describe a desired life-style and how your career provides this. | 1. |
| 2. Discuss what has influenced your career decision. | 2. Provide administrative support. | 2. Conduct individual and group discussions: "Career Decisions." | 2. Coordinate with counselors: "Decision Making Skills." | 2. Relate how you have made career decisions. | 2. Provide speaker: "Community Development and Careers." |
| 3. List personal family factors that can influence a career decision. | 3. Provide administrative support. | 3. Conduct individual sessions. | 3. Health teacher, coordinate with counselor: "Your Health and Your Career." | 3. Review with student family factors that can influence his/her career goals. | 3. Provide speaker: "Career Advancement." |

**RESOURCES:**

_____

_____

_____

**ADDITIONAL ACTIVITIES:**

_____

_____

_____

## CAREER DEVELOPMENT
## CAREER PLANNING
## TWELFTH GRADE

**OBJECTIVES:**

1. Review and expand career options and pathways.
2. Expand knowledge of local major employers, the products or services they provide, and representative occupations.
3. Recognize that the changing work world demands lifelong learning and training.

| PLANNED ACTIVITIES | | | | | |
|---|---|---|---|---|---|
| **STUDENT PERFORMANCE OBJECTIVE** | **SCHOOL ADMINISTRATOR** | **COUNSELOR** | **FACULTY/STAFF** | **PARENTS** | **COMMUNITY** |
| 1. Review your plans for postsecondary education/training or entry into the work force. | 1. Provide administrative support. | 1. Review with students their Career Development Records and future plans for employment. | 1. Coordinate with counselor classroom session. | 1. Review plans for career options. | 1. Support with entry level jobs. |
| 2. List major employers and occupations in your community. | 2. Provide administrative support. | 2. Conduct classroom sessions to organize a Job Fair. | 2. Coordinate with counselor. | 2. Assist in Job Fair activity. | 2. Participate in Job Fair activity. |
| 3. Project what further education/training will be necessary to enter a career. | 3. Provide administrative support. | 3. Conduct classroom, individual, and group sessions: "Careers and Lifelong Learning." | 3. Coordinate with counselor. | 3. Support student's decision. | 3. Provide speaker: "On-The-Job Training." |

**RESOURCES:**

South Carolina Occupational Information System (SCOIS)

List of Local Employers and Occupations

**ADDITIONAL ACTIVITIES:**

Job Fair

# APPENDIXES

## APPENDIX I

### CAREER EXPLORATION
### MIDDLE/JUNIOR HIGH SCHOOL

**Sample Student Needs Assessment Survey**

This survey is conducted to help us plan a career development program that will be helpful and valuable to you. There are no wrong answers. We would like to know what information should be included in your career development program. We appreciate your cooperation and your honest opinion. Please use the following key for your responses. Circle one response for each item.

| The types of help I need: | (A) Definite Need | (B) Some Need | (C) Do Not Need |
|---|---|---|---|
| 1. To understand how the courses I am now taking are important to various occupations | A | B | C |
| 2. To get information about job opportunities. | A | B | C |
| 3. To know how to apply for a job. | A | B | C |
| 4. To know how to get "on-the-job" experience. | A | B | C |
| 5. To have access to information about careers. | A | B | C |
| 6. To have information about occupational courses offered in our school district. | A | B | C |
| 7. To get a part-time job. | A | B | C |
| 8. To know how my interests, abilities, and aptitudes relate to careers. | A | B | C |
| 9. To know how to involve my parents in career planning. | A | B | C |
| 10. To know what jobs are available in my community. | A | B | C |
| 11. To know what salary I can expect in various careers. | A | B | C |
| 12. To know how to choose my high school courses in order to help me reach a career goal. | A | B | C |
| 13. To know more about military careers. | A | B | C |
| 14. To know how to choose a career that will meet my needs for money and security. | A | B | C |
| 15. To know what resources in my school provide career information. | A | B | C |

Please answer the following items:

1. My career goal is to become a(n) _____.
2. I plan to enter _____ (college/university, military, technical school, apprenticeship, or proprietary school) after graduation from high school.
3. I plan to work as a(n) _____ after graduation from high school.

## APPENDIX II

### PLANNING A HIGH SCHOOL CURRICULUM

Planning a curriculum of study with a career in mind is of utmost importance in preparing for the future. High school occupational programs teach skills that can qualify a person for entry level positions in today's challenging and demanding job market. Either work bound or college bound, having an occupational skill can be an asset to every young person in South Carolina.

There are six occupational education programs offering one hundred different courses in South Carolina's public schools. All occupational courses are not offered in every school; many are regionally and/or industrially oriented, i.e., textiles and marine maintenance. An assessment of local businesses'/industries' needs for employees determines to a large extent what courses are offered. The skills and education required through these programs, if successfully completed, will qualify a young person for entry-level employment or he/she may continue education/training in postsecondary institutions.

### CURRICULUM PLAN

#### MIDDLE/JUNIOR HIGH

**SEVENTH GRADE**

1. Language Arts
2. Math
3. Social Studies
4. Science
5. Introduction to Careers/PE
6. Keyboarding

**EIGHTH GRADE**

1. Language Arts
2. Math
3. Social Studies
4. Science
5. Introduction to Careers/PE
6. Keyboarding

#### TECH PREP PROGRAM

**NINTH GRADE**

1. English I
2. Math. . .Technologies/Pre-Algebra or Algebra I
3. Physical Science
4. Health/PE
5. Social Studies
6. (Elective)

**TENTH GRADE**

1. English II
2. Math. . .Technologies/Algebra I or II
3. Physics. . .Technologies/App. Biology-Chemistry
4. Career Preparation
5. (Elective)
6. (Elective)

**ELEVENTH GRADE**

1. English III/Communications. . .Workplace
2. Algebra I or II/Geometry/Calculus/Trigonometry
3. Physics. . .Technologies I/II
4. U.S. History
5. (Elective)
6. (Elective)

**TWELFTH GRADE**

1. English IV/Communications. . .Workplace
2. Algebra I or II/Geometry/Calculus/Trigonometry
3. Physics. . .Technologies I/II
4. U.S. History
5. (Elective)
6. (Elective)

#### COLLEGE PREPARATORY PROGRAM

**NINTH GRADE**

1. Language Arts (Required)
2. Math
3. Science (Lab Required)
4. Physical Education
5. Social Studies
6. Foreign Language (1st year; Required)

**TENTH GRADE**

1. Language Arts (Required)
2. Math (Required)
3. Science (Lab Required)
4. Foreign Language (2d year; Required)
5. Career Planning (1/2 credit 1st Semester)
6. (Elective)

**ELEVENTH GRADE**

1. Language Arts (Required)
2. Math (Required)
3. U.S. History (Required)
4. Career Planning (1/2 credit)
5. (Elective)
6. (Elective)

**TWELFTH GRADE**

1. Language Arts (Required)
2. Economics/American Government (Required)
3. (Elective)
4. (Elective)
5. (Elective)
6. (Elective)

## APPENDIX III

### OCCUPATIONAL EDUCATION PROGRAMS

#### AGRICULTURAL EDUCATION

Agricultural Chemicals
Agricultural Production and Business Mgt.
Agricultural Products
Agricultural Sales and Service
Agricultural Science (9)
Agricultural Technology (10)
Aquaculture
Environmental & Natural Resources
Farm Diesel Technology
Floriculture
Forest Products Harvesting
Forestry
Livestock Management
Ornamental Horticulture
Turf and Lawn Management

#### BUSINESS EDUCATION

Accounting Program
Administrative Support Program
Business Administration Program
Data Processing Program
Intensified Business Program
Word Processing Program

#### HEALTH OCCUPATIONS EDUCATION

Health Occupations Education I & II
- Health Care Assisting
Practical Nursing - 12 mo. program
**Postsecondary*
Practical Nursing - Phases I & II (Sr. year)
**Postsecondary*

#### HOME ECONOMICS EDUCATION

Child Care Services
Clothing Services
Food Services
Housing and Home Furnishings Services
Institutional and Home Management Services

#### MARKETING EDUCATION

Entrepreneurship Program
Fashion Merchandising Management Program
Hospitality, Travel, and Tourism Management Program
Hotel-Motel Management Program
Marketing Management Program

#### TRADE AND INDUSTRIAL EDUCATION

Air Conditioning and Heating
Automotive Body Repair
Automotive Mechanics
Automotive Services
Building Construction Cluster
Cabinetmaking
Carpentry
Commercial Art
Commercial Garment and Apparel Construction
Communication Electronics
Computer Electronics
Cooling and Refrigeration
Cosmetology
Diesel Engine Mechanics
Drafting
Electricity
Facility Maintenance
Graphic Communications
Industrial Electronics
Industrial Maintenance Mechanic
Machine Tool Operator
Major Appliance Repair
Marine Maintenance
Masonry
Metal Fabrication
Sheet Metal
Small Engine Repair
Tailoring
Textile Production
Tile Setting
Welding

# APPENDIX IV

## NONOCCUPATIONAL EDUCATION PROGRAMS

### CONSUMER AND HOMEMAKING

Child Development
Clothing and Textiles
Consumer Education
Education for Parenthood
Family Life Education
Foods and Nutrition
Housing and Home Furnishings
Human Sexuality

### INDUSTRIAL TECHNOLOGY EDUCATION

Industrial Technology Education is a course developed to provide manipulative operations and experiments with tools, materials, processes, and products directly related to four occupational clusters. The major objective is to provide students with a foundation in safety and the use of tools, equipment, and materials, and familiarity with occupationally specific nomenclature. The program also serves as an orientation to enable students in grades 9-11 to make informed decisions as to their interest and compatibility with occupational areas requiring technology knowledge and competence.

### PREVOCATIONAL EDUCATION

Schools are required to provide prevocational education as an elective in grades 9 or 10. The units of instruction should include five occupational areas plus the World of Work.

### MECHANICAL DRAWING

This course provides 9th and 10th grade students the opportunity to investigate technical graphics (drafting) as a vocational option and provides an understanding of basic blueprint reading. Students enrolled in this course study technical lettering, multi-view drawing, basic dimensioning, and visualizing. Mechanical Drawing is an excellent course for students who plan to enroll in occupational Trade and Industrial Education courses and for students who would like to develop basic understandings of the language of industry.

## APPLIED/RELATED COURSES

### APPLIED BIOLOGY-CHEMISTRY

Students will explore basic concepts and principles of biology and chemistry and apply them to issues in the workplace, in society, and in personal life experiences. The course may be offered as an alternative science course or it may be used in conjunction with existing occupational or science courses. However, it is not intended to replace traditional biology, chemistry or occupational courses.

### COMMUNICATIONS FOR THE WORKPLACE

These courses, designed to serve as Levels III and IV language arts courses for high school juniors and seniors, provide connections between abstract concepts and concrete experiences--making English classes more relevant to students.

### MATHEMATICS FOR THE TECHNOLOGIES

This is a two-semester course designed to develop mathematical problem-solving and computational skills. Numerous practical applications of mathematical principles are provided as the core of the learning activities.

### PHYSICS FOR THE TECHNOLOGIES

This course is designed to be both academically rigorous and practical for students in grades 11-12 planning technical careers. It includes 14 units of instruction, each of which deals with one principle as it applies to the four energy systems--mechanical, fluid, thermal, and electrical--that make up both simple and complex technological devices and equipment. The units will include the mathematics needed to understand and apply the principles.

## ELEMENTARY

Career and Technology Awareness

A curriculum resource guide for grades K-6

Free from:
South Carolina Department of Education
Office of Occupational Education
Curriculum Development
1831 Barnwell Street
Columbia, SC 29201

Picking Your Path

A video program with teacher's guide for grades 3-5

(Send one blank sixty-minute tape)

Free from:
SCOIS
Employment Security Commission
1550 Gadsden Street
Columbia, SC 29202

## MIDDLE/JUNIOR HIGH

Exploring Career Options

A curriculum resource guide for grades 5-9

Free from:
South Carolina Department of Education
Office of Occupational Education
Curriculum Development
1831 Barnwell Street
Columbia, SC 29201

It's A New World

A video program emphasizing careers in math and science with teacher's guide

(Send one blank sixty-minute tape)

Free from:
SCOIS
Employment Security Commission
1550 Gadsden Street
Columbia, SC 29202

Profiles

Introduces students to service and professional occupations

(Send one blank sixty-minute tape)

Free from:
SCOIS

## HIGH SCHOOL

Job Keeping Skills

A curriculum resource guide and student handbook for grades 5-9

Free from:
South Carolina Department of Education
Office of Occupational Education
Curriculum Development
1831 Barnwell Street
Columbia, SC 29201

Job Seeking Skills

A curriculum resource guide for grades 11-12

Free from:
South Carolina Department of Education

Kaleidoscope of Careers

A video program with teacher's guide for grades 9-12

(Send three blank sixty-minute tapes)

Free to SCOIS users:
SCOIS
Employment Security Commission
1550 Gadsden Street
Columbia, SC 29202

Job Hunt

A career video for high school students and adults

(Send one blank sixty-minute tape)

Free from:
SCOIS

Job Interview

A video to help develop the necessary interviewing skills

(Send one blank sixty-minute tape)

Free from:
SCOIS

152

Quantity 1000
Printing Cost $3,290
Unit Cost $3.29